



**THE MASTERY OF ENGLISH VOCABULARY OF THE FIFTH GRADE  
STUDENTS OF SDN 6 BULUNG KULON JEKULO KUDUS  
IN ACADEMIC YEAR 2011/2012  
TAUGHT BY USING TOTAL PHYSICAL RESPONSE (TPR)**

**By :  
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NIM 200732233**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2012**



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**SKRIPSI**

Presented to The University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing the Sarjana Program  
in the Department of English Education

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## MOTTO

الْخُشُوعَ هَابَ مِنْ كُلِّ شَيْءٍ الْعَالَمُ إِذَا أَرَادَ بِعِلْمِهِ وَجْهَ اللَّهِ تَعَالَى هَابَهُ كُلُّ شَيْءٍ ، وَإِذَا أَرَادَ أَنْ يَكْنِزَ بِهِ .

(ىمليدلأ)

*“Seorang alim apabila menghendaki dengan ilmunya keridhoan Allah maka ia akan ditakuti oleh segalanya, dan jika dia bermaksud untuk menumpuk harta maka dia akan takut dari segala sesuatu.” (HR. Al-Dailami)*

## DEDICATIONS

*This skripsi is especially dedicated to:*

- *My beloved parents and family*
- *My beloved one who always give me support and praying, Wiwin Winarno.*
- *My best friends for all, Naila Nur Azizah, ulfa, Indah.*
- *My beloved one who always give me support and praying, Wiwin Winarno.*
- *The English teacher of school.*

## **ADVISORS' APPROVAL**

This is to certify that the skripsi of **Alkamah** has been approved by the advisors for further approval by the examining committee.

**Kudus, 17<sup>th</sup> march 2012**  
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## ACKNOWLEDGMENT

Praise is to Allah SWT the almighty, the most gracious and merciful, so I can finish this skripsi entitled “The Mastery of English Vocabulary of the Fifth Grade Students of SDN 6 Bulungkulon Jekulo kudas in Academic Year 2011/2012 Taught by Using TPR”.

I realize that this skripsi would never be complete without assistance of others. I would like to express my sincerest appreciation and deepest gratitude to:

1. Drs. Susilo Rahardjo, M. Pd. as the Dean of Teacher Training and Education Faculty the University of Muria Kudus.
2. Fitri Budi Suryani, S.S., M.Pd. as the Head of English Education Department Teacher Training and Education Faculty the University of Muria Kudus.
3. Drs. Muh. Syafei, M.Pd as the first advisor who always has patience in giving guidance to improve this skripsi.
4. Mutohhar, S.Pd, M.Pd. as the second advisor who has carefully read and given suggestions for the improvements of this skripsi.
5. Sucipto, A.Ma.Pd as the Head Master in *SDN 6 Bulungkulon Jekulo Kudus*.
6. Titik, S.Pd as the English Teacher of *SDN 6 Bulungkulon Jekulo Kudus*.
7. My beloved parents, my beloved one, and all my friends for their love, pray, and support.
8. All lecturers and staffs of English Education Department Teacher Training and Education Faculty Muria Kudus University who have been untiringly supporting me to finish this skripsi.

I hope that this study will give useful significances to the readers, especially for the students of English Education Department, Teacher Training and Education Faculty Muria Kudus University.

Kudus, 17<sup>th</sup> march 2012

Alkamah



## ABSTRACT

Alkamah. 2012. *The Mastery of English Vocabulary of The Fifth Grade Students of SDN 6 bulungkulon Jekulo Kudus Taught by Using Total Physical Response (TPR) in Academic Year 2011/2012*. Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (i) Drs. Muh. Syafei, M.Pd (ii). Mutohhar, S.Pd, M.Pd.

**Key words:** Vocabulary, TPR.

Elementary school students are expected to master enough vocabulary to support their English skills to the next level. When the students have known enough vocabulary, it will help them to make their learning process go easier with the maximum result. However, the fact shows that many students have difficulties to master their English vocabulary. TPR is one of the teaching methods that can make the students more interested and motivated.

The purpose of this research is to find out whether there is a significant difference of the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 before and after being taught by using TPR.

The subject of the research is the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in the academic year 2011/2012 with the number of students 42. The design of this research is experimental research by using test instrument (pre test and post test) and giving the treatment only in one group.

The result showed that the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 before being taught by using TPR is categorized low. The score of mean and standard deviation are 48.07 and 17.79. Meanwhile, the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 after being taught by using TPR is categorized good. The score of mean and standard deviation are 71.35 and 19.30. The calculation of t-test gets result 7.71 and in the level of significant **0.05** and the degree of freedom (df) 41 which is gained N1-1, t-table is **2.021**. It is concluded that there is a significant difference of the mastery of English vocabulary of the fifth grade students of SDN 6 Bulungkulon Jekulo Kudus in academic year 2011/2012 before and after being taught by using TPR.

Considering the process and the results of this research, I suggest that the teacher should use an interesting media or method in teaching English, especially in the English vocabulary mastery. One of them is TPR as an alternative method in teaching English vocabulary.

## ABSTRAKSI

Alkamah. 2012. *Penguasaan Kosakata Bahasa Inggris Siswa Kelas Lima SDN 6 bulungkulon Jekulo Kudus Tahun Ajaran 2011/2012 Diajar Menggunakan Total Physical Response (TPR)*. Skripsi: Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Muh. Syafei, M.Pd (ii). Mutohhar, S.Pd, M.Pd.

**Kata kunci:** Kosa kata, Total phisik menanggapi

Siswa SD diharapkan untuk menguasai kosakata yang cukup untuk mendukung kemampuan bahasa Inggris mereka ke tingkat berikutnya. Ketika siswa telah mengetahui kosakata yang cukup, hal ini akan membantu proses belajar mereka menjadi lebih mudah dengan hasil yang maksimal. Namun, fakta menunjukkan bahwa banyak siswa mengalami kesulitan untuk menguasai kosakata bahasa Inggris mereka. TPR merupakan salah satu metode pengajaran yang dapat membuat siswa lebih tertarik dan termotivasi.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dari penguasaan kosakata bahasa Inggris siswa kelas lima SDN 6 Bulungkulon Jekulo Kudus dalam tahun akademik 2011/2012 sebelum dan setelah diajarkan dengan menggunakan total phisik menanggapi.

Subjek dari penelitian ini adalah siswa kelas lima SDN 6 Bulungkulon Jekulo Kudus pada tahun akademik 2011/2012 dengan jumlah siswa 42. Desain penelitian ini adalah penelitian eksperimental dengan menggunakan instrumen tes (pre test dan post test) dan memberikan pengobatan atau treatment hanya dalam satu kelompok.

Hasilnya menunjukkan bahwa penguasaan kosakata bahasa Inggris siswa kelas lima SDN 6 Bulungkulon Jekulo Kudus dalam tahun akademik 2011/2012 sebelum diajarkan dengan TPR dikategorikan lemah. Nilai mean dan standar deviasi 48.07 dan 17.79. Sementara itu, penguasaan kosakata bahasa Inggris siswa kelas lima SDN 6 Bulungkulon Jekulo Kudus dalam tahun akademik 2011/2012 setelah diajarkan dengan menggunakan TPR dikategorikan baik. Nilai mean dan standar deviasi 71,35 dan 19,30. Perhitungan t-test mendapatkan hasil 7.71 dan tingkat signifikan 0,05 dan degree of freedom (df) 41 yang diperoleh dari N1-1, t-tabel adalah 2,021. Hal ini disimpulkan bahwa ada perbedaan yang signifikan pada penguasaan kosakata bahasa Inggris siswa kelas lima SDN 6 Bulungkulon Jekulo Kudus dalam tahun akademik 2011/2012 sebelum dan setelah diajarkan dengan menggunakan TPR.

Mengingat proses dan hasil penelitian ini, saya menyarankan bahwa guru harus menggunakan media atau metode yang menarik dalam mengajar bahasa Inggris, terutama dalam penguasaan kosakata bahasa Inggris. Salah satunya adalah total phisik menanggapi sebagai metode alternatif dalam pengajaran bahasa Inggris.

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